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ABSTRACT

In this teachers' resource manual for elementary health, objectives are stated for a balanced physical education program that will provide developmental opportunities in the cognitive, affective, and psychomotor domains for students from kindergarten through grade twelve. Specific objectives are set forth for kindergarten through grade seven in the areas of physical fitness and conditioning, rhythmic activities and dance, stunts, tumbling and gymnastics, and game skills. For grades 8 through 12 individual, dual, and team sports are added. (JD)

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Standards of Learning Objectives

for Virginia Public Schools

SP025694

PHYSICAL EDUCATION

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September 1982 and objectives for other subject areas and vocational education will be completed by September 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts, Mathematics, Social Studies, Health, Physical Education, Music, Art and Foreign Language have been developed over a four-year period with the aid of thousands of teachers, supervisors, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to

accomplish, to provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning are included.

During the 1983-84 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the Physical Education, Music, Art and Foreign Language objectives will be used beginning in the fall of 1984.

I am excited about the program and am confident that it will be a success if we continue to work together.

S. John Davis

SUMMER WORKSHOP PARTICIPANTS

Physical Education

1983-84

NAME	POSITION	COUNTY/CITY/TOWN
Peggy Allen	Physical Education Teacher	Culpeper County
Margaret Anderson	Physical Education Specialist	Virginia Beach City
Frances Aron	Physical Education Teacher	Richmond City
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INTRODUCTION

Physical education is the one subject in the curriculum that provides learning in all domains: cognitive, affective and psychomotor. These three domains of learning include the four developmental objectives in physical education: organic, neuro-muscular, intellectual and emotional. Because of these developmental objectives it is very important to have a balanced program with activities in which all three domains are included at each grade level.

The objectives for physical education in the Standards of Learning are not intended to be the total curriculum. As in other subject areas, these represent the most essential elements of the curriculum at each grade level. Teachers are encouraged to go beyond these essential objectives to meet the needs in their own localities. This will provide a more comprehensive physical education program which will contribute to the total development of each student.

The Standards of Learning for Physical Education were developed by classroom teachers, physical education specialists and administrators to provide the knowledge and skill necessary for students to maintain or improve their quality of life. By providing experiences to help students improve their health and fitness, teachers will be assisting students in learning to deal with mental, physical and emotional problems as they arise.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
K - 12

GOALS OF PHYSICAL EDUCATION

1. The student will develop organic strength and physical fitness.

2. The student will acquire appropriate knowledge, understanding, and skill necessary for the wholesome use of leisure time.

3. The student will develop efficient body control and movement.

4. The student will demonstrate desirable social skills, sound mental health, and safety awareness.

5. The student will become motivated to participate in physical activities for lifetime fitness.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
KINDERGARTEN

Physical Fitness and Conditioning

K.1 **The student will recognize that exercise causes an increase in heart rate.**
Descriptive Statement: The emphasis is on monitoring an increase in a partner's heart rate by placing a hand or ear on the partner's chest before and after exercise.

K.2 **The student will demonstrate stretching exercises.**
Descriptive Statement: This includes static exercises (slow stretch and hold for ten seconds) for the entire body with the emphasis on exercising the lower legs.

K.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis is on activities which affect the upper body such as arm circles and seal walk, and those that affect the legs such as the kangaroo hops.

Movement Exploration

K.4 **The student will identify body parts used in movement.**
Descriptive Statement: This requires locating and naming the basic external parts of the body such as head, arms, hands, legs, and feet.

K.5 **The student will maintain personal space.**
Descriptive Statement: The emphasis is on the movement possibilities in the space surrounding the body through non-locomotor or locomotor movements such as bending, stretching, swinging, walking, hopping, or jumping.

K.6 **The student will move safely and efficiently using general space.**
Descriptive Statement: The emphasis is on self-control within a room or boundary in relation to persons and objects while traveling in a variety of ways.

K.7 **The student will demonstrate spatial concepts while moving.**
Descriptive Statement: This involves experiences in moving over, under, around, between, and through objects.

K.8 **The student will demonstrate directional concepts while moving.**
Descriptive Statement: The emphasis is on moving forward, backward, upward, downward, and sideward.

K.9 **The student will discover ways of balancing on different body parts while stationary.**
Descriptive Statement: The emphasis is on the trial and error process of learning to support the body in various positions.

K.10 **The student will discover a variety of ways to manipulate objects.**
Descriptive Statement: The emphasis is on the creative process of using props such as hoops, ropes, balls, and beanbags.

K.11 **The student will perform a variety of locomotor skills.**
Descriptive Statement: The emphasis is on the execution of the walk, run, hop, jump, and gallop.

Rhythmic Activities/Dance

K.12 **The student will perform creative movement.**
Descriptive Statement: This involves originality in moving specific body parts and/or using props such as scarves and streamers.

K.13 **The student will demonstrate rhythmically the concepts of fast and slow, loud and soft.**
Descriptive Statement: The emphasis is on voice inflections, clapping and stamping, or the use of items such as rhythm instruments, ropes, and streamers.

K.14 **The student will participate in chants, action songs, and dances.**
Descriptive Statement: The emphasis is on following specific instructions.

Stunts, Tumbling and Gymnastics

K.15 **The student will perform lateral movements.**
Descriptive Statement: This includes stunts (e.g. bear walk) using one side of the body and then the other side of the body (e.g. right arm/right leg), (left arm/left leg).

K.16 **The student will perform cross lateral movements.**
Descriptive Statement: This includes stunts (e.g. alligator crawl) in which body parts move in opposition (e.g. right leg/left arm), (left leg/right arm).

K.17 **The student will move on straight and curved lines.**
Descriptive Statement: This involves moving on lines made of tape, rope, string, chalk, or paint.

K.18 **The student will perform rolling movements.**
Descriptive Statement: The emphasis is on sideward rolls such as log and egg rolls.

K.19 **The student will perform rocking movements while lying on the back in a tucked position.**
Descriptive Statement: This includes rocking forward and backward.

Game Skills

K.20 **The student will follow two instructions in a given sequence.**
Descriptive Statement: This involves listening and responding correctly to those directions of low organization games such as "Squirrels in the Trees" or "Cowboys and Indians."

K.21 **The student will demonstrate the body management skills of starting and stopping.**
Descriptive Statement: This involves moving in running type games such as tag and chasing and fleeing.

K.22 **The student will demonstrate manual dexterity.**
Descriptive Statement: This includes performing the individual skills of rolling, bouncing and catching large rubber balls or bean bags.

K.23 **The student will kick a large stationary ball.**
Descriptive Statement: This involves kicking a large rubber ball with either foot.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
FIRST GRADE

Physical Fitness and Conditioning

1.1 **The student will recognize that exercise causes an increase in heart rate.**
Descriptive Statement: This involves the student monitoring (placing hand on chest) the heart rate before and after one minute of continuous running.

1.2 **The student will demonstrate stretching exercises.**
Descriptive Statement: This includes static exercises (slow stretch and hold for ten seconds) for the entire body emphasizing activities for the hamstring muscles, such as seated toe touches, windmills, and standing toe touches.

1.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis is on activities which affect the upper body such as arm hangs and crab walks, and those that affect the legs such as frog leaps.

Movement Exploration

1.4 **The student will explore movements expressing shapes and/or sizes.**
Descriptive Statement: The emphasis is on creatively using the body to form various shapes and sizes, such as letters, numbers, and geometric forms.

1.5 **The student will demonstrate level concepts while moving.**
Descriptive Statement: This requires moving in horizontal levels of high, medium, and low through locomotor or non-locomotor movements such as bending, stretching, swinging, walking, hopping, and jumping.

1.6 **The student will discover ways to balance the body in relationship to a stationary object.**
Descriptive Statement: The emphasis is on trial and error process in learning to support the body in various positions on, over, under, and through objects such as chairs, tables, desks, balls, hoops, and beanbags.

1.7 **The student will demonstrate dynamic (while moving) balance.**
Descriptive Statement: The emphasis is on maintaining body balance while moving on one, two, three or more body parts.

1.8 **The student will discover ways to move through space while balancing an object.**
Descriptive Statement: The emphasis is on the effect of objects such as beanbags and yarn balls on body movement through space.

1.9 **The student will discover ways to manipulate an object in a restricted space.**
Descriptive Statement: The emphasis is on multiple use of objects of various sizes and shapes in a given area.

1.10 **The student will perform a variety of locomotor skills.**
Descriptive Statement: The emphasis is on execution of skills such as slide, leap, and skip.

Rhythmic Activities/Dance

1.11 **The student will move the body with creative expression.**
Descriptive Statement: The emphasis is on interpreting animal, mechanical and/or nature movements.

1.12 **The student will demonstrate concepts of time and force in the walk, run and jump movements.**
Descriptive Statement: This requires changing speed (fast/slow) and intensity (heavy/light) when moving with or without percussion instruments.

1.13 **The student will perform simple dance patterns.**
Descriptive Statement: This includes steps such as walk, hop, gallop, skip, step-together-step, and patterns such as circle right and circle left.

Stunts, Tumbling and Gymnastics

1.14 **The student will perform various animal movements.**
Descriptive Statement: This includes the execution of stunts such as the crab walk, the lame dog walk, the seal crawl, and the rabbit jump.

1.15 **The student will traverse (walk) on a low balance beam.**
Descriptive Statement: The emphasis is on sideward and forward movements.

1.16 **The student will balance on each foot.**
Descriptive Statement: This emphasizes maintaining control in a stationary position.

1.17 **The student will perform rolling movements.**
Descriptive Statement: The emphasis is on forward rolls and shoulder rolls.

Game Skills

1.18 **The student will observe safety precautions while playing a game.**
Descriptive Statement: This includes respecting the rights of others and following safety rules.

1.19 **The student will choose to control emotional behavior in game situations.**
Descriptive Statement: This requires self-control to eliminate unacceptable behavior, such as fighting or name calling.

1.20 **The student will work cooperatively to complete a game task with other children.**
Descriptive Statement: This implies responding to game clues such as "join hands" and "take turns" at the appropriate time.

1.21 **The student will toss and catch an object with a partner.**
Descriptive Statement: This involves exchanging the object, such as a rubber ball or bean bag, back and forth, using an underhand toss from a distance of at least six feet.

1.22 **The student will bounce a ball while moving.**
Descriptive Statement: This involves bouncing a large rubber ball with one or both hands, while walking, and catching the ball between bounces.

1.23 **The student will throw a ball upward and catch it.**
Descriptive Statement: This requires tossing a rubber ball, underhand, above the head level, several times in succession.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
SECOND GRADE

Physical Fitness and Conditioning

2.1 **The student will recognize that exercise causes an increase in heart rate.**
Descriptive Statement: This involves the student taking own pulse (on neck or wrist) before and after jumping rope, an endurance run, or aerobic type activities.

2.2 **The student will demonstrate stretching exercises.**
Descriptive Statement: This includes static exercises (slow stretch and hold for ten seconds) for the entire body emphasizing activities for the back, such as the bend and stretch, the straddle stretch, and the pretzel bend.

2.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis is on increasing body strength using activities such as modified push ups and increasing leg strength using activities such as modified squat jumps.

2.4 **The student will perform a standing broad jump.**
Descriptive Statement: The emphasis is on coordinating arm and leg movements and proper landing.

Movement Exploration

2.5 **The student will work with a partner and within groups of three or four.**
Descriptive Statement: The emphasis is on working cooperatively in movement through activities such as tag, mirror movements and stationary balances.

2.6 **The student will combine different locomotor skills in a sequential pattern.**
Descriptive Statement: The emphasis is on the creative process in developing movement patterns using the following locomotor skills: walk, run, jump, hop, leap, gallop, slide, and skip.

2.7 **The student will discover various ways to move an object with a partner in groups of three or four.**
Descriptive Statement: The emphasis is on creating various methods of transferring an object by passing, kicking, pushing or rolling. This could be objects such as bean bags, balls and hoops.

Rhythmic Activities/Dance

2.8 **The student will engage in non-locomotor movements to a rhythmical beat.**
Descriptive Statement: This refers to exploring various even and uneven rhythmic patterns while the feet are stationary.

2.9 **The student will engage in locomotor movements to a rhythmical beat.**
Descriptive Statement: This refers to exploring various even and uneven rhythmic patterns while moving through space.

2.10 **The student will create simple dances.**
Descriptive Statement: This involves the planning and execution of a movements' sequence which may express themes such as moods, seasons, holidays or characters.

2.11 **The student will perform simple structured dances.**
Descriptive Statement: This involves introducing partner and group activities which utilize steps such as the gallop, slide, and skip.

Stunts, Tumbling and Gymnastics

2.12 **The student will imitate movements of animals and objects.**
Descriptive Statement: This includes the execution of stunts such as mule kick, pogo stick, and spinning top.

2.13 **The student will move on a low balance beam.**
Descriptive Statement: The emphasis is on backward movements.

2.14 **The student will perform various rolls.**
Descriptive Statement: The emphasis is on the forward roll and backward roll.

2.15 **The student will jump over non-moving rope(s).**
Descriptive Statement: The emphasis is on varying the distance between the ropes and the height of the rope that has been placed on the floor or held in position.

2.16 **The student will hang from the horizontal bar.**
Descriptive Statement: The emphasis is on the overhand grip with palms facing forward, thumbs around the bar, and hands placed shoulder-width apart.

2.17 **The student will demonstrate falling safely.**
Descriptive Statement: The emphasis is on absorbing the body weight by placing the hands in front of the body and bending the elbows upon impact. This involves falling from a kneeling position and progressing to falling from a standing position.

2.18 **The student will demonstrate safety practices in stunts, tumbling, and gymnastics.**
Descriptive Statement: This includes safely performing stunts on skill level, using spotters, not interfering with others, and using equipment properly.

Game Skills

2.19 **The student will choose to exhibit the characteristics of gracious winning and losing in game situations.**
Descriptive Statement: This includes behavior such as complimenting and thanking opponents' teammates, observing rules of the game, and respecting officials.

2.20 **The student will use equipment in a game situation.**
Descriptive Statement: This necessitates appropriate use of equipment such as bean bags, playground balls, ropes, hoops, or scoops.

2.21 **The student will dodge objects or persons in a game situation.**
Descriptive Statement: This involves changing directions quickly in games involving tagging, dodging, chasing, or fleeing.

2.22 **The student will toss a ball and hit a designated target.**
Descriptive Statement: This requires the execution of an underhand toss with a tennis, whiffle, or rubber ball at a target such as a tire, trash can, or target on the wall. (The distance will vary depending on the size of the ball and the skill level of the student)

2.23 **The student will kick a rubber ball.**
Descriptive Statement: This involves moving toward a rolling ball and striking it with the designated foot.

2.24 **The student will work without teacher assistance in a small group.**
Descriptive Statement: This involves working cooperatively with three or four students to follow directions and rules in games of low organization.

2.25 **The student will throw an object overhand.**
Descriptive Statement: This involves the use of an object easily grasped such as a bean bag, whiffle, yarn, or tennis ball with emphasis on stepping with the opposite foot.

2.26 **The student will hand dribble a playground ball.**
Descriptive Statement: The emphasis is on controlling the ball, while the student is stationary or moving.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
THIRD GRADE

Physical Fitness and Conditioning

3.1 **The student will demonstrate cardiorespiratory endurance.**
Descriptive Statement: The emphasis is on completing a 400 yard run/walk or other endurance type activities such as aerobic dance and rope jumping.

3.2 **The student will demonstrate stretching exercises.**
Descriptive Statement: This includes static exercises (slow stretch and hold for ten seconds) for the entire body with the emphasis on the upper body using activities such as giant arm circles, imaginary rope climbing, or wing stretches.

3.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis is on performing exercises such as modified push-ups, pull-ups/flexed-arm hangs, and sit-up type activities.

3.4 **The student will perform a standing broad jump.**
Descriptive Statement: The emphasis is on distance and technique.

Movement Exploration

3.5 **The student will balance on various body parts while passing an object to a partner.**
Descriptive Statement: The emphasis is on maintaining body control while transferring objects such as a bean bag, baton, or ball.

3.6 **The student will discover various ways to move an object to another person in a small group..**
Descriptive Statement: The emphasis is on inventing multi-methods of transferring objects such as bean bag, baton, or ball, in groups of 3 or 4.

3.7 **The student will combine locomotor skills while manipulating an object.**
Descriptive Statement: The emphasis is on performing two or more skills simultaneously such as jumping rope while moving from one point to another.

Rhythmic Activities/Dance

3.8 **The student will utilize various movements to a rhythmical beat while manipulating a prop.**
Descriptive Statement: The emphasis is on individual or partner activities using items such as balls, bean bags, feathers, or hoops, with accompanying sounds, chants, music or instruments.

3.9 **The student will perform creative movement sequences.**
Descriptive Statement: This involves the planning and execution of movement which has beginning and end sequences with or without props and accompaniment.

3.10 **The student will perform folk dances.**
Descriptive Statement: This includes dances such as Pop Goes the Weasel, O'Susanna, Alley Cat, and Patty Cake Polka.

Stunts, Tumbling and Gymnastics

3.11 **The student will move over objects placed on the balance beam.**
Descriptive Statement: This emphasizes maintaining balance while stepping over objects such as beanbags and erasers placed on the balance beam.

3.12 **The student will traverse (walk) the balance beam.**
Descriptive Statement: This emphasizes crossing the balance beam using a step-together-step movement.

3.13 **The student will perform consecutive forward rolls.**
Descriptive Statement: The emphasis is on a smooth transition from roll to roll.

3.14 **The student will perform a backward roll.**
Descriptive Statement: The emphasis is on hand placement.

3.15 **The student will perform an inverted balance.**
Descriptive Statement: The emphasis is on holding an upside down position such as the tripod.

3.16 **The student will demonstrate basic short jump rope techniques.**
Descriptive Statement: This focuses on jumping while turning the rope backward and forward.

3.17 **The student will perform various partner stunts.**
Descriptive Statement: This includes stunts such as the wheelbarrow, wring the dishrag, and partner pullups.

.18 **The student will perform a combination of rolls.**
Descriptive Statement: The emphasis is on changing from forward to backward rolls.

3.19 **The student will perform a bar hang.**
Descriptive Statement: The emphasis is on skills such as long hang, or knee hang.

3.20 **The student will demonstrate good sportsmanship in a game situation.**
Descriptive Statement: This implies the knowledge and the application of appropriate conduct in a game.

3.21 **The student will use one hand to strike a bounced ball.**
Descriptive Statement: This involves dropping a small ball with one hand and striking it with the other.

3.22 **The student will strike a ball off a stationary object.**
Descriptive Statement: This requires hitting a whiffle or tennis ball with a plastic bat off a waist high object such as a batting tee or cone.

3.23 **The student will demonstrate various ways to exchange a ball with a stationary partner.**
Descriptive Statement: This includes overhand, chest, underhand, and side arm passes from a variety of distances with emphasis on stepping with the opposite foot when appropriate.

3.24 **The student will perform a soccer dribble.**
Descriptive Statement: This involves moving a soccer-type ball with a series of short taps using the inside of the feet. Ball control is important.

3.25 **The student will dribble a basketball while moving.**
Descriptive Statement: The emphasis is on increasing the speed while maintaining control of the ball. A junior-sized ball is most desirable, however, other balls may be used.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
FOURTH GRADE

Physical Fitness and Conditioning

4.1 **The student will demonstrate cardiorespiratory endurance.**
Descriptive Statement: The emphasis is on completing a 600-yard run/walk or other comparable endurance activities.

4.2 **The student will demonstrate stretching exercises.**
Descriptive Statement: This includes static exercises (slow stretch and hold for ten seconds) for the entire body with emphasis on exercises which promote flexibility of the trunk, such as wood cutter, side bender, and trunk rotation.

4.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis will be on activities such as push-ups, pull-ups/flexed-arm hang, sit-ups, and jump and reach.

4.4 **The student will demonstrate proficiency in all areas of fitness.**
Descriptive Statement: The emphasis is on satisfactory achievement in agility, strength, endurance, explosive power, flexibility, and speed according to the currently adopted fitness testing program.

4.5 **The student will describe the advantages of a physical fitness program.**
Descriptive Statement: This involves naming the benefits derived from participation in a physical fitness program such as flexibility, increased muscular strength, and cardiorespiratory endurance.

Rhythmic Activities/Dance

4.6 **The student will utilize time and force while moving to a variety of rhythmic patterns.**
Descriptive Statement: The emphasis is on moving to even and uneven patterns while applying varying degrees of speed (fast/slow) and intensity (heavy/light).

4.7 **The student will respond to rhythmical phrases in music.**
Descriptive Statement: The emphasis is on changing the movement pattern (such as left, right, forward, backward, up, down) at the beginning of each phrase.

4.8 **The student will perform traditional folk dances.**
Descriptive Statement: This includes dances such as Virginia Reel, Troika, and La Raspa.

4.9 **The student will perform basic square dance figures.**
Descriptive Statement: This includes the proper execution of square dance figures such as do-si-do, honor your partner, and the promenade.

4.10 **The student will create a movement sequence using props.**
Descriptive Statement: The emphasis is on varying movements while manipulating items such as rhythm sticks, streamers, flags, or umbrellas.

4.11 **The student will demonstrate audience skills.**
Descriptive Statement: The emphasis is on the student watching, applauding, encouraging, and complimenting fellow classmates for their efforts.

Stunts, Tumbling and Gymnastics

4.12 **The student will perform a back bend from a supine (lying on the back) position.**
Descriptive Statement: The emphasis is on arching the back (e.g. bridge).

4.13 **The student will perform various partner stunts.**
Descriptive Statement: This includes stunts such as chinese get-up and partner hopping.

4.14 **The student will demonstrate a controlled balance and roll.**
Descriptive Statement: This involves skills, such as a scale balance into a forward roll.

4.15 **The student will perform a cartwheel pattern.**
Descriptive Statement: The focus is on placement of hands and feet, while using a hand to hand, foot to foot sequence.

4.16 **The student will perform two to three tumbling skills sequentially.**
Descriptive Statement: This includes skills such as forward roll, backward roll and tripod.

4.17 **The student will perform a turn on the balance beam.**
Descriptive Statement: The emphasis is on a pivot turn.

4.18 **The student will move the body at various levels on the balance beam.**
Descriptive Statement: The emphasis is on maintaining balance, while moving the body at different levels (e.g. dip-step and lunge).

4.19 **The student will hand walk the horizontal ladder.**
Descriptive Statement: The emphasis is on alternating hands and keeping the body center of gravity balanced directly under the hands.

4.20 **The student will participate as an active member of a team.**
Descriptive Statement: The emphasis is on team cooperation and sportsmanship.

4.21 **The student will perform a soccer trap.**
Descriptive Statement: The emphasis is on traps such as the knee and foot traps, using a soccer-type ball.

4.22 **The student will perform a soccer dribble with at least one change of direction.**
Descriptive Statement: This involves veering left or right from a straight path, using a soccer-type ball.

4.23 **The student will perform a basketball dribble with at least one change in direction.**
Descriptive Statement: This involves dribbling the ball at a slow pace while veering to the right or left. A junior-sized ball is most desirable, however, other balls may be used.

4.24 **The student will perform a variety of basketball passes.**
Descriptive Statement: The emphasis is on the two-hand chest pass, two-hand bounce pass, and the two-hand overhead pass. A junior-sized ball is most desirable, however, other balls may be used.

4.25 **The student will shoot a basketball.**
Descriptive Statement: The emphasis is on the two-handed chest shot and one-handed set shot. A reduced-height goal and junior-sized ball are preferred.

4.26 **The student will pass a football.**
Descriptive Statement: The emphasis is on the overhand pass, using a junior-sized ball.

4.27 **The student will catch a football.**
Descriptive Statement: This requires using the cradle catch while in a stationary position. A junior-sized ball is preferred.

4.28 **The student will hit a softball.**
Descriptive Statement: This involves hitting a (soft) softball that is pitched underhanded slowly across the plate.

4.29 **The student will throw a softball.**
Descriptive Statement: This involves using the overhand throw, with a (soft) softball.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
FIFTH GRADE

Physical Fitness and Conditioning

5.1 **The student will demonstrate cardiorespiratory endurance.**
Descriptive Statement: The emphasis is on completing at least a half mile run/walk or other endurance activities.

5.2 **The student will demonstrate stretching exercises.**
Descriptive Statement: This includes static exercises (slow stretch and hold for ten seconds) for the entire body with emphasis on the thigh muscles through activities such as side leg lifts and half splits.

5.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis is on activities such as push-ups, pull-ups/flexed-arm hang, sit-ups, and consecutive forward jumps.

5.4 **The student will demonstrate proficiency in areas of fitness.**
Descriptive Statement: The emphasis is on satisfactory achievement in agility, strength, endurance, explosive power, flexibility, and speed according to the currently adopted fitness testing program.

5.5 **The student will demonstrate an appreciation of exercise and fitness.**
Descriptive Statement: The emphasis is on choosing to use learned skills on own time, utilizing playground equipment, participating willingly, and giving best effort in activities such as conditioning exercises and fitness test events.

Rhythmic Activities/Dance

5.6 **The student will perform movement to accented and unaccented beats.**
Descriptive Statement: This involves the use of accompaniment such as percussive sounds or recordings.

5.7 **The student will create a dance combining the elements of time, force, and space.**
Descriptive Statement: This involves a variety of changes in direction, level, speed, and intensity, which can be performed individually or within small groups.

5.8 **The student will demonstrate various traditional dance steps.**
Descriptive Statement: This includes steps such as the two-step, waltz, polka, schottische or mazurka.

5.9 **The student will perform American folk dances.**
Descriptive Statement: This includes dances such as the Teton Mountain Stomp, the Tennessee Wig Walk, or Cotton-Eyed Joe.

5.10 **The student will demonstrate knowledge of the orgin and aesthetic value of dance.**
Descriptive Statement: The emphasis is on students selecting dance(s) to perform/describe for classmates.

Stunts, Tumbling and Gymnastics

5.11 **The student will perform an inverted balance.**
Descriptive Statement: The emphasis is on holding an upside down position such as the headstand.

5.12 **The student will demonstrate basic gymnastic positions.**
Descriptive Statement: The emphasis is on the tuck, straddle, pike, and layout.

5.13 **The student will perform a cartwheel pattern.**
Descriptive Statement: This involves a smooth rolling transition from hand to hand, foot to foot, while inverting the body.

5.14 **The student will perform various partner and group stunts.**
Descriptive Statement: This includes stunts such as rocker, scooter, and pyramids.

5.15 **The student will mount the high balance beam.**
Descriptive Statement: The emphasis is getting on the balance beam using the front support or cross seat mounts.

Game Skills

5.16 **The student will kick a soccerball into a goal.**
Descriptive Statement: This involves using the instep kick to kick a stationary ball. Only soccer balls should be kicked.

5.17 **The student will pass a soccerball to a partner.**
Descriptive Statement: This involves using the instep kick while moving at a slow run.

5.18 **The student will execute a volleyball serve.**
Descriptive Statement: The emphasis is on the technique of the underhand closed-fist serve.

5.19 **The student will volley a tossed volleyball.**
Descriptive Statement: This includes using techniques such as the overhand pass and the forearm pass.

5.20 **The student will shoot a variety of basketball shots.**
Descriptive Statement: This includes shooting a foul shot, a one-step layup and various-short range stationary shots. A reduced-height goal and junior-sized ball are preferred.

5.21 **The student will catch and pass a basketball.**
Descriptive Statement: The emphasis is on the one-hand pass, baseball pass, and underhand pass, using a junior-sized ball.

5.22 **The student will dribble a basketball.**
Descriptive Statement: The emphasis is on changing hands while dribbling a junior-sized ball.

5.23 **The student will field a softball.**
Descriptive Statement: This includes catching a ground ball and a fly ball.

5.24 **The student will kick a football.**
Descriptive Statement: The emphasis is on punting a junior-sized football.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
SIXTH GRADE

Physical Fitness and Conditioning

6.1 **The student will demonstrate cardiorespiratory endurance.**
Descriptive Statement: The emphasis is on completing at least a three quarter mile run/walk or continuous running/brisk walking for twelve minutes.

6.2 **The student will demonstrate stretching exercises.**
Descriptive Statement: This includes static exercises (slow stretch and hold for ten seconds) for the entire body with emphasis on the back of the leg through exercises such as heel cord stretches, seated toe touches, or hurdlers.

6.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis is on activities such as push-ups, pull-ups/flexed arm hang, sit- ups, consecutive forward jumps, and tip- ups.

6.4 **The student will demonstrate proficiency in areas of fitness.**
Descriptive Statement: The emphasis is on satisfactory achievement in agility, strength, endurance, explosive power, flexibility, and speed according to the currently adopted fitness testing program.

Rhythmic Activities/Dance

6.5 **The student will create and perform short compositions.**
Descriptive Statement: This refers to planning and executing movement sequences which evolve from experiences such as pantomime, mirror imagery, or a round (canon) movement.

6.6 **The student will use props while participating in rhythmic activities.**
Descriptive Statement: This involves using equipment such as parachutes, rhythm sticks, wands, ropes, or balls.

6.7 **The student will perform international folk dances.**
Descriptive Statement: This includes participating in dances such as Tinikling, Greensleeves, MiserLou or Hora.

6.8 **The student will perform traditional square dances.**
Descriptive Statement: This involves performing dances such as Red River Valley, Hot Time in the Old Town, Texas Star, or big circle mountain dances.

6.9 **The student will move isolated body parts.**
Descriptive Statement: The emphasis is on moving selected body parts to a designated rhythmical phrase.

6.10 **The student will perform basic dance movements.**
Descriptive Statement: This includes the proper execution of movement skills such as leaping, falling, spiral turns, or pointing the toes.

Stunts, Tumbling and Gymnastics

6.11 **The student will execute forward roll variations.**
Descriptive Statement: The emphasis is on performance of rolls in positions such as the tuck, straddle, pike, and dive.

6.12 **The student will execute a backward roll variation.**
Descriptive Statement: This focuses on the straddle or pike position.

6.13 **The student will perform an inverted balance.**
Descriptive Statement: This includes skills such as tripod, tip-up, headstand, forearm balance, and handstand.

6.14 **The student will perform various skills on the balance beam.**
Descriptive Statement: The emphasis is on balances such as knee scale, V-seat, or front scale.

Game Skills

6.15 **The student will display a basic knowledge of games.**
Descriptive Statement: The emphasis is on identifying playing area, number and position of players, and basic rules for participating in games such as soccer, softball, or basketball.

6.16 **The student will perform basketball passes.**
Descriptive Statement: The emphasis is on passing a junior-sized ball to a team member while in motion.

6.17 **The student will catch a basketball.**
Descriptive Statement: The emphasis is on receiving a junior-sized ball while in motion.

6.18 **The student will dribble a basketball.**
Descriptive Statement: The emphasis is on dribbling a junior-sized ball in and out of cones changing the ball to the outside hand. (The hand furtherest from the cone).

6.19 **The student will shoot a lay-up.**
Descriptive Statement: The emphasis is on shooting a lay-up in combination with the dribble or pass.

6.20 **The student will dribble a soccer ball.**
Descriptive Statement: The emphasis is on dribbling the ball in and out of cones changing the ball to the outside foot.

6.21 **The student will execute a shot at goal in soccer.**
Descriptive Statement: The emphasis on taking a shot at the goal while dribbling.

6.22 **The student will serve the volleyball.**
Descriptive Statement: The emphasis is on serving the ball from the endline, over the net, into the opponents' court.

6.23 **The student will hit a softball.**
Descriptive Statement: The emphasis is on hitting an underhand pitched ball into fair territory.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
SEVENTH GRADE

Physical Fitness and Conditioning

7.1 **The student will demonstrate cardiorespiratory endurance.**
Descriptive Statement: The emphasis is on completing at least a mile run/walk or continuous running/brisk walking for fifteen minutes.

7.2 **The student will perform stretching exercises.**
Descriptive Statement: The emphasis is on demonstrating exercises that are used for stretching various body parts.

7.3 **The student will perform muscle strengthening activities.**
Descriptive Statement: The emphasis is on activities such as push-ups, pull-ups/flexed arm hangs, sit-ups, consecutive forward jumps, tip-ups, and rope climbing.

7.4 **The student will demonstrate knowledge of stretching exercises for the entire body.**
Descriptive Statement: The emphasis is on satisfactory achievement in agility, strength, endurance, explosive power, flexibility, and speed according to the currently adopted fitness testing program.

Rhythmic Activities/Dance

7.5 **The student will participate in recreational dances.**
Descriptive Statement: This includes forms such as folk, square, novelty, and trend dances.

7.6 **The student will explore the element of focus as it relates to dance.**
Descriptive Statement: This involves looking at a selected body part or a particular area in space while a dance is performed.

7.7 **The student will utilize floor patterns and props while creating and performing rhythmic compositions.**
Descriptive Statement: The emphasis is on moving a variety of ways across the floor while using items such as hula hoops, scarves, hats, or feathers.

7.8 **The student will evaluate and assess movement performances.**
Descriptive Statement: The emphasis is on observing and recognizing the positive aspects of performances (classmates' as well as their own) such as, the varied use of body parts, the maximum use of floor space, or flow of movement.

Stunts, Tumbling and Gymnastics

7.9 **The student will mount the vaulting box.**
Descriptive Statement: The emphasis is on mounts such as knee, squat, and straddle.

7.10 **The student will perform a cartwheel or a variation.**
Descriptive Statement: This includes the performance of a cartwheel, one-hand cartwheel or round-off.

7.11 **The student will perform four tumbling skills sequentially.**
Descriptive Statement: This involves the performance of skills such as forward and backward rolls, head and hand stands, or cartwheels.

7.12 **The student will perform a dismount from the balance beam.**
Descriptive Statement: The focus is on skills such as tuck jump, pike, straddle and half-turn.

7.13 **The student will perform advanced jump rope techniques.**
Descriptive Statement: The focus is on skills such as cross jump, straddle jump, bell jump, and skier jump.

Game Skills

7.14 **The student will pass a football.**
Descriptive Statement: The emphasis is on the overhand pass thrown to a moving team member. A junior-sized football is preferred.

7.15 **The student will catch a football.**
Descriptive Statement: The emphasis is on catching the ball while in motion. A junior-sized football is preferred.

7.16 **The student will kick a football.**
Descriptive Statement: The emphasis is on punting and place kicking for distance and accuracy. A junior-sized football is preferred.

7.17 **The student will head a soccer ball.**
Descriptive Statement: This involves heading a tossed ball.

7.18 **The student will throw a softball.**
Descriptive Statement: This involves throwing the ball from various positions on the field such as outfield to infield and from base to base.

7.19 **The student will catch a softball.**
Descriptive Statement: This involves catching a butted fly ball and a ground ball.

7.20 **The student will dribble a basketball.**
Descriptive Statement: This involves dribbling the ball in and out of cones changing the ball to the outside hand.

7.21 **The student will shoot a basketball.**
Descriptive Statement: Emphasis is on shooting foul shots, lay-ups, and other short range shots.

7.22 **The student will demonstrate skills in lead-up game situations.**
Descriptive Statement: The emphasis is on the application of skills in sports such as football, softball, basketball, soccer, or volleyball.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
EIGHTH GRADE

Physical Fitness and Conditioning

8.1 **The student will demonstrate proficiency in all areas of fitness.**
Descriptive Statement: The emphasis is on satisfactory age level achievement in agility, strength, endurance, explosive power, flexibility, and speed according to the currently adopted fitness testing program.

8.2 **The student will demonstrate the knowledge and application of safety techniques related to fitness activities.**
Descriptive Statement: The emphasis is on techniques such as proper warm-up (calisthenics), appropriateness of various exercises, handling of equipment, and a knowledge of the training workload.

Rhythmic Activities/Dance

8.3 **The student will perform beginner level skills in folk, jazz, modern dance or ballet.**
Descriptive Statement: This includes folk dance steps such as the schottische, polka, and two-step or jazz, modern or ballet movements such as the basic foot and arm positions and combinations.

8.4 **The student will perform beginner level skills in square or social dance.**
Descriptive Statement: This includes square dance figures such as swings, allemande left, grand right and left, or social dance patterns such as waltz, fox trot, or trend dances.

8.5 **The student will create an original rhythmic composition.**
Descriptive Statement: The emphasis is on creating movement patterns which utilize the beginning level skills of dance forms such as folk, jazz, modern, ballet, square or social.

8.6 **The student will display knowledge of folk, modern, or ballet and square or social dance at the beginner level.**
Descriptive Statement: This includes the history, physiological benefits, and terminology of the dance.

Stunts, Tumbling and Gymnastics

8.7 **The student will demonstrate safety practices involved in stunts, tumbling, and gymnastics.**
Descriptive Statement: Safety should be evidenced by proper dress, student behavior, correct spotting techniques, and the proper use of equipment.

8.8 **The student will demonstrate basic knowledge of gymnastics.**
Descriptive Statement: The emphasis is on naming body positions, describing/demonstrating components involved in floor exercise, and identifying moves and equipment.

8.9 **The student will perform at least one vault.**
Descriptive Statement: The emphasis is on the proper execution of any vault to meet individual differences.

8.10 **The student will create and perform a floor exercise routine.**
Descriptive Statement: This composition should consist of one inverted position, two forward, and two backward tumbling moves. Props and musical accompaniment are optional.

8.11 **The student will create and perform a four movement routine on the bar(s).**
Descriptive Statement: The emphasis is on developing a routine consisting of a mount, two moves, and a dismount on either the even/uneven parallel bars, or the horizontal bar.

Individual and Dual Sports

8.12 **The student will demonstrate a basic knowledge of track and field.**
Descriptive Statement: The emphasis is on summarizing history, explaining rules and terminology, and defining/demonstrating safety and sportsmanship.

8.13 **The student will run sprints, distance runs, and relays.**
Descriptive Statement: The emphasis is on proper running techniques and associated skills for each event.

8.14 **The student will perform jumping skills in the long jump and high jump.**
Descriptive Statement: The emphasis is on the approach and the one-foot take-off.

8.15 **The student will demonstrate the basic knowledge of table tennis.**
Descriptive Statement: The emphasis is on summarizing history, explaining rules and terminology, and defining/demonstrating safety and sportsmanship.

8.16 **The student will execute basic strokes of table tennis.**
Descriptive Statement: The emphasis is on the serve, forehand, and backhand strokes.

Team Sports

8.17 **The student will execute ball control fundamentals in basketball.**
Descriptive Statement: The emphasis is on skills such as dribbling, passing, and shooting.

8.18 **The student will demonstrate a knowledge of the game of basketball.**
Descriptive Statement: The emphasis is on summarizing history; identifying/playing various positions and area of responsibility; listing and following rules such as scoring, fouls, violations, playing time, and playing area; and describing and practicing safety precautions and principles of sportsmanship.

8.19 **The student will execute ball control fundamentals in soccer.**
Descriptive Statement: The emphasis is on skills such as dribbling, passing, trapping, kicking, and heading.

8.20 **The student will demonstrate a knowledge of the game of soccer.**
Descriptive Statement: The emphasis is on summarizing history; identifying/playing various positions and area of responsibility; listing and following rules such as scoring, fouls, violations, playing time, and playing area; and describing and practicing safety precautions and principles of sportsmanship.

8.21 **The student will execute ball control fundamentals in volleyball.**
Descriptive Statement: The emphasis is on skills such as the volley, serve, and set.

8.22 **The student will demonstrate a knowledge of the game of volleyball.**
Descriptive Statement: The emphasis is on summarizing history; identifying/playing various positions and area of responsibility; listing and following rules such as scoring, fouls, violations, playing time, and playing area; and describing and practicing safety precautions and principles of sportsmanship.

8.23 **The student will execute fundamentals in softball.**
Descriptive Statement: The emphasis is on skills such as hitting, catching, pitching, fielding, throwing, and base running.

8.24 **The student will demonstrate a knowledge of the game of softball.**
Descriptive Statement: The emphasis is on summarizing history; identifying/playing various positions and area of responsibility; listing and following rules such as scoring, fouls, violations, playing time, and playing area; and describing and practicing safety precautions and principles of sportsmanship.

8.25 **The student will demonstrate a knowledge of game strategies in flag or touch football.**
Descriptive Statement: The emphasis is on situations involving pass patterns and offensive and defensive formations.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
NINTH GRADE

Physical Fitness and Conditioning

9.1 **The student will demonstrate proficiency in all areas of fitness.**
Descriptive Statement: The emphasis is on satisfactory age level achievement in agility, strength, endurance, explosive power, flexibility, and speed according to the currently adopted fitness testing program.

9.2 **The student will exercise to a rhythmic beat.**
Descriptive Statement: This involves activities such as aerobics and rhythmic rope jumping.

9.3 **The student will demonstrate techniques of jogging and running.**
Descriptive Statement: The emphasis is on techniques such as body lean, arm, leg and foot action, stride, and breathing.

Rhythmic Activities/Dance

9.4 **The student will perform intermediate level skills in folk, jazz, modern dance, or ballet.**
Descriptive Statement: The emphasis is on combining dance steps into recognized dances of folk, or jazz, modern or ballet movement into dance.

9.5 **The student will perform intermediate level skills in square or social dance.**
Descriptive Statement: This includes square dance figures such as weave the ring, ladies chain, and right and left through or social dance patterns such as lindy, rhumba, or trend dances.

9.6 **The student will create an original a rhythmic composition.**
Descriptive Statement: The emphasis is on creating movement patterns which utilize the intermediate level skills of dances such as folk, jazz, modern, ballet, square or social.

Stunts, Tumbling and Gymnastics

9.7 **The student will create and perform a seven component floor exercise routine.**
Descriptive Statement: This composition should consist of one scale, two inverted moves, (one of which is performed sideways), two forward and two backward tumbling moves. Props and musical accompaniment are optional.

9.8 **The student will create and perform a balance routine on the beam or pommel horse.**
Descriptive Statement: The beam routine should consist of the following six components: a mount, a change in levels while performing a turn, a balance move, a springing move (i.e., jump, hop or leap), and a dismount (musical accompaniment is optional); the pommel horse routine should consist of executing moves such as a front support, a rear support, and single leg cuts.

Individual and Dual Sports

9.9 **The student will perform in the shot and discus field events.**
Descriptive Statement: The emphasis is on proper puting/hurling techniques.

9.10 **The student will demonstrate a basic knowledge of wrestling.**
Descriptive Statement: The emphasis is summarizing history, explaining rules, scoring, and terminology, and defining/demonstrating safety and sportsmanship.

9.11 **The student will execute the fundamental moves in wrestling.**
Descriptive Statement: The emphasis is on take-downs, rides, break-downs, reversals, escapes, and pinning combinations.

9.12 **The student will demonstrate a basic knowledge of badminton.**
Descriptive Statement: The emphasis is on summarizing history, explaining rules and terminology, and defining/demonstrating safety and sportsmanship.

9.13 **The student will execute the basic strokes of badminton.**
Descriptive Statement: The emphasis is on the serve, forehand, and backhand strokes.

9.14 **The student will demonstrate a basic knowledge of paddle games.**
Descriptive Statement: The emphasis is on summarizing the history, explaining rules and terminology, and defining/demonstrating safety and sportsmanship in activities such as paddle tennis/racquetball.

9.15 **The student will execute the basic strokes of paddle games.**
Descriptive Statement: The emphasis is on the serve, forehand, and backhand strokes of paddle tennis/racquetball.

Team Sports

9.16 **The student will execute fundamental skills in field hockey.**
Descriptive Statement: The emphasis is on grip, dribbling, passing, driving and fielding.

9.17 **The student will demonstrate a knowledge of the game of field hockey.**
Descriptive Statement: The emphasis is on summarizing history; identifying/playing various positions and area of responsibility; listing and following rules such as scoring, fouls, violations, playing time, and playing area; and describing and practicing safety precautions and principles of sportsmanship.

9.18 **The student will execute ball control fundamentals in volleyball.**
Descriptive Statement: The emphasis is on spiking, blocking, and the overhead serve.

9.19 **The student will demonstrate the knowledge of game strategies in basketball.**
Descriptive Statement: The emphasis is on techniques/situations such as rebounding, offensive patterns, fast-breaks, man-to-man and zone defenses.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
TENTH GRADE

Physical Fitness and Conditioning

10.1 **The student will demonstrate proficiency in all areas of fitness.**
Descriptive Statement: The emphasis is on satisfactory age level achievement in agility, strength, endurance, explosive power, flexibility, and speed according to the currently adopted fitness testing program.

10.2 **The student will plan an individual program of overall fitness.**
Descriptive Statement: This requires the student to design a personal life-time fitness program which includes exercises/calisthenics, walking, jogging, cycling, weight training, aerobics, and swimming.

10.3 **The student will demonstrate proper techniques related to weight training.**
Descriptive Statement: The emphasis is on principles such as isolation, overload, progressive resistance, and safety precautions.

Rhythmic Activities/Dance

10.4 **The student will perform advanced level skills in folk, jazz, modern dance, or ballet.**
Descriptive Statement: The emphasis is on variations and/or improvisations of folk, jazz, modern, or ballet movement in dance.

10.5 **The student will perform advanced level skills in square or social dance.**
Descriptive Statement: This includes square dance figures such as square through, grand square, alamo style, or social dance patterns such as tango, cha cha or trend dances.

10.6 **The student will create an original rhythmic composition.**
Descriptive Statement: The emphasis is on creating movement patterns which utilize the advanced level skills of dances such as folk, jazz, modern, ballet, square or social.

Stunts, Tumbling and Gymnastics

10.7 **The student will perform at least two vaults.**
Descriptive Statement: The emphasis is on the proper execution of any two vaults to meet individual differences.

10.8 **The student will create and perform a nine component floor exercise routine.**
Descriptive Statement: This composition should consist of a scale, two inverted moves (one of which is performed sideways), two forward and two backward tumbling moves, one springing move (i.e., jump, hop, or leap), and one twisting move. Props and musical accompaniment are optional.

10.9 **The student will create and perform a five movement routine on the bar(s)/rings.**
Descriptive Statement: This routine should consist of a mount, three moves, and a dismount on either the even/uneven parallel bars, or the horizontal bar.

Individual and Dual Sports

10.10 **The student will demonstrate a basic knowledge of archery.**
Descriptive Statement: The emphasis is on summarizing the history, explaining rules and terminology, listing/selecting equipment, and defining/demonstrating safety and sportsmanship.

10.11 **The student will execute basic shooting techniques in archery.**
Descriptive Statement: The emphasis is on stringing and unstringing the bow, stance, grip, nocking the arrow, draw, aim and release.

10.12 **The student will demonstrate a basic knowledge of tennis.**
Descriptive Statement: The emphasis is on summarizing the history, explaining the rules, scoring, and terminology, and defining/demonstrating safety and sportsmanship.

10.13 **The student will execute the basic strokes and ball control in tennis.**
Descriptive Statement: The emphasis is on the grip, serve, forehand, backhand, and volley.

10.14 **The student will demonstrate a basic knowledge of outdoor education.**
Descriptive Statement: The emphasis is on explaining terminology, listing/selecting equipment, and defining/demonstrating safety and sportsmanship in outdoor activities such as backpacking, camping, hunting, and fishing.

10.15 **The student will demonstrate a basic knowledge of golf.**
Descriptive Statement: The emphasis is on summarizing the history, explaining rules and terminology, listing/selecting equipment, and defining/demonstrating safety and sportsmanship.

10.16 **The student will execute the basic skills in golf.**
Descriptive Statement: The emphasis is on the grips, stances, addressing the ball, and swing.

10.17 **The student will demonstrate a basic knowledge of bowling.**
Descriptive Statement: The emphasis is on summarizing history, explaining rules and terminology, listing/selecting equipment, defining/demonstrating safety and sportsmanship, and scoring a game.

10.18 **The student will execute basic skills in bowling.**
Descriptive Statement: The emphasis is on grip, stance, approach, and delivery.

Team Sports

10.19 **The student will execute fundamental skills in speedball and/or team handball.**
Descriptive Statement: The emphasis is placed on passing, dribbling, catching, kicking, and the pick-up.

10.20 **The student will demonstrate a knowledge of game rules in speedball and/or team handball.**
Descriptive Statement: The emphasis is on summarizing history; identifying/playing various positions and area of responsibility; listing and following rules such as scoring, fouls, violations, playing time, and playing area; and describing and practicing safety precautions and principles of sportsmanship.

PHYSICAL EDUCATION
STANDARDS OF LEARNING OBJECTIVES
ELEVENTH-TWELTH GRADE

Physical Fitness and Conditioning

11-12.1 **The student will monitor results in area of fitness.**
Descriptive Statement: This includes the use of individual records such as charts, graphs, performance tests and/or skin fold measurements.

11-12.2 **The student will develop and implement a program of cardiorespiratory exercise.**
Descriptive Statement: The emphasis is on a plan which includes proper warm-up, pacing, recovery, safety, and equipment in activities such as jogging/running, aerobics, and swimming.

11-12.3 **The student will exhibit progress in all areas of fitness.**
Descriptive Statement: This includes the use of individual records such as charts, graphs, performance tests, and skin fold calipers.

Rhythmic Activities/Dance

11-12.4 **The student will demonstrate knowledge and perform skills of rhythmic activities/dance.**
Descriptive Statement: This includes creating, teaching, performing, and/or critiquing through participation in activities such as aerobic, modern, jazz, tap, folk, and square dance.

Stunts, Tumbling and Gymnastics

11-12.5 **The student will demonstrate knowledge and skills of gymnastics.**
Descriptive Statement: This includes composing, performing, judging, and the safety aspects of selected events.

Individual and Dual Sports

11-12.6 **The student will demonstrate basic knowledge and perform skills of lifetime activities.**
Descriptive Statement: This includes explaining rules, terminology, and scoring, defining/demonstrating safety and sportsmanship, and executing skills necessary to participate in activities such as croquet, lawn darts, frisbee throwing, horseshoes, shuffleboard, and swimming.

11-12.7 **The student will demonstrate intermediate and/or advanced knowledge and perform skills of lifetime activities.**
Descriptive Statement: This includes explaining rules, terminology, and scoring, defining/demonstrating safety and sportsmanship, and executing skills necessary to participate in activities such as golf, tennis, archery, bowling, racquetball, badminton, and table tennis.

11-12.8 **The student will perform skills related to outdoor education.**
Descriptive Statement: The emphasis is on demonstration of practical skills in areas such as orienteering, boating, hiking, camping, firearms safety, backpacking, and casting and angling.

11-12.9 **The student will perform organizational and directive duties of individual and dual sports.**
Descriptive Statement: This includes organizing and directing tournament play, employing officiating techniques and promoting sportsmanship.

Team Sports

11-12.10 **The student will demonstrate game strategies in team sports.**
Descriptive Statement: The emphasis is on offensive and defensive formations including plays and penalty situations in activities such as flag football, soccer, field hockey, basketball, volleyball, and softball.

11-12.11 **The student will perform organizational and directive duties of team sports.**
Descriptive Statement: This includes organizing and directing tournament play, employing officiating techniques, and promoting sportsmanship.